

# Year 5 Parents' Workshop.

## Why do we teach grammar in this way?

Teaching grammar in this way focuses on instruction before practice. The teacher gives the children an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing.

But will such a model reduce the amount of writing?

No. In every skills lesson, we expect the children to write independently showing they can apply that skill into a piece of writing (for example a paragraph) in the context of the text they are going to be writing about.

Today we are covering several skills within the session. Due to this, you will not see an example of how the children apply the skill to writing.

# The Learning Journey

## Week 1:-

- 1) Present and deconstruct the model text
- 2) Talk for Writing (Becoming familiar with the text)
- 3) Skills based lesson
  - Linked to the text
  - Modelled
  - Creative/Collaborative
  - Imitation
  - Independentapplication into writing
- 4) Skills based lesson
- 5) Skills based lesson

## Week 2:-

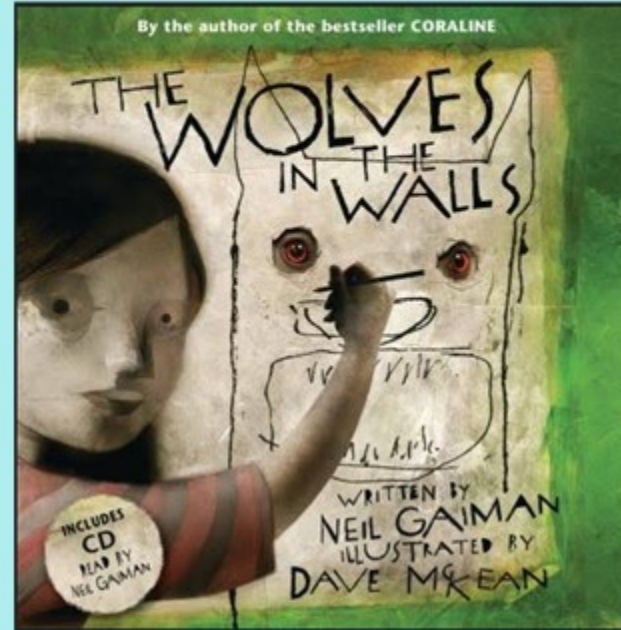
- 1) Return to the model text and use it to develop reading skills/Reading Comprehension lesson
- 2) Skills based lesson
- 3) Plan
- 4) Big Write
  - To Clear success criteria
- 5) Edit

Today we are sharing the model text, taking part in some talk for writing and completing several 'mini lessons' based on the structure of a skills session.

# Talk for Writing

## Task One

With your child, your task is to retell the story to each other, recalling the main events of the story.



## Skill One:

WALT: use some expanded noun phrases with modifiers and qualifiers to describe and specify

Using expanded noun phrases with ambitious qualifiers (several, countless, infinite, copious, an abundance of,) and prepositional phrases (post-modifiers)

Infinite supplies of delicious ice cream  
Legions of soldiers in their shining armour  
Copious amounts of tasty cakes with beautiful icing  
A sparse number of trees with withered branches  
The majority/minority of young people in the city

### Reading & Investigation (seeing the grammar in the model text)

What is the difference between these 3 texts?

Mum was making delicious, beef stew.

My sister was in her bedroom browsing through teenage magazines.

Mum was making delicious, beef stew from my grandparents' traditional recipe. My sister was in her bedroom browsing through teenage magazines with gossip about the stars.

Mum was making copious amounts of delicious, beef stew from my grandparents' traditional recipe. My sister was in her bedroom browsing through her abundant collection of teenage magazines with gossip about the stars.

We then begin to encourage independence.

### Task Three

Go back to the model text. Can you find other examples of expanded noun phrases with qualifiers.

abundant collection of teenage magazines with gossip about the stars

plethora of plants and shrubs from every country in the world

multitudes of angry and fearsome bears under our floorboards.



Now the children have worked as a class and as a group, they would complete the next stage independently.

## Develop your own noun phrase

Qualifier Pre-Modifier

*A colossal amount of board*



games

Post Modifier

with

from

on *the top shelf*

under

by

.....

## Skill Two

### WALT: use subordinate conjunctions.

I can use some subordinate conjunctions eg (when/if/that/because/after/although/ before/even though/ whilst)

**When** John got home, he ate dinner.  
**Although** she was tired, she still went swimming.  
**Before** I finish my holidays, I will visit you.  
Mark ate his dinner **whilst** playing on the I pad.

To improve a sentence we can add a conjunction and another clause.



My brother was playing video games

#### CONJUNCTION

and

but *he was getting tired.*

so

because

after

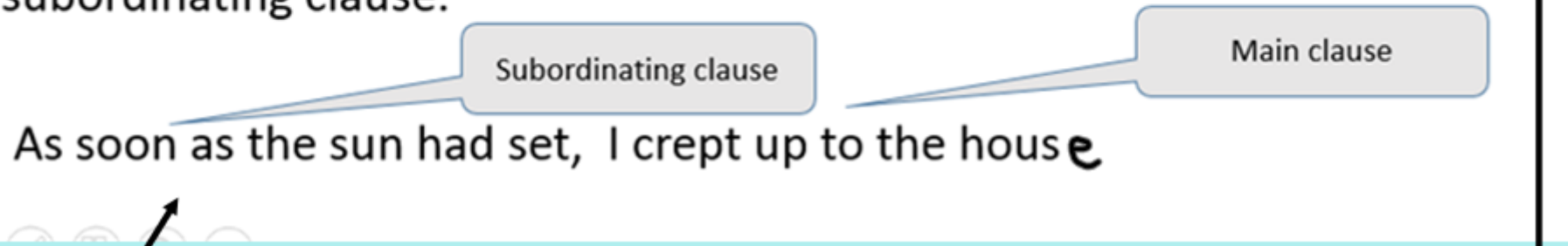
# Co-ordinating and Subordinating Clauses

If the clauses make sense on their own they are called

**co-ordinating clauses.**

- . The angry and fearsome bears have come up from the floorboards **and** we have scarpered to Dad's shed

If one clause depends on the other for its meaning then it is a subordinating clause.



As soon as the sun had set, I crept up to the house



## Task Four

*With your child, identify the subordinate clauses in the passage below.*

Can you underline the subordinate clauses in these sentences.

As soon as the sun had set, I crept up to the house while mum and dad were chatting. Even though I am scared of bears, I knew I could hide under the floorboards. When I had got under my room, I stopped and listened carefully. As I lay there, I heard one bear partying and another singing (badly). After a few minutes had past, there was nothing so I climbed out and grabbed rabbit before running down the stairs and out of the house.



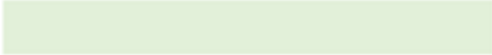
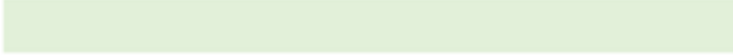
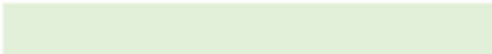
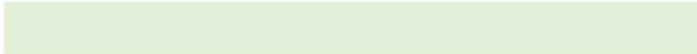
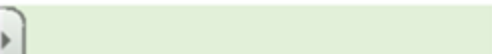
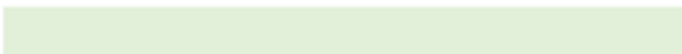
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Can you underline the subordinate clauses in these sentences.

As soon as the sun had set, I crept up to the house while mum and dad were chatting. Even though I am scared of bears, I knew I could hide under the floorboards. When I had got under my room, I stopped and listened carefully. As I lay there, I heard one bear partying and another singing (badly). After a few minutes had past, there was nothing so I climbed out and grabbed rabbit before running down the stairs and out of the house.



Now the children have worked as a class and as a group, they would complete the next stage independently.

	I crept into the house.	
<i>In the early hours of the morning,</i>	I climbed into the walls.	<i>in an effort to rescue Puppet Pig</i>
	I grabbed puppet pig.	
	I sprinted our of the house	



Tell Lucy's story to rescue puppet pig.  
Now try adding your own subordinate clauses either before or after the sentence. Think of using the bank of conjunctions.

### Conjunctions

when/if/that/because/after/  
although/ before/even  
though/ whilst/as soon as/just  
as



## Skill Three

WALT: improve our sentences by including relative clauses

I can use **relative clauses** with the relative pronouns who/ which/whose/that/ where/when

The house, **which was on the hill**, was locked up.

The village **where I grew up** was beautiful.

Romans, **who came from Italy**, were strong fighters.

**Add a relative clause to the end of the sentence.**

*I lived in a huge house which had many rooms.*

*I shouted at the boy who was walking on the other side of the street.*

***As a class. identify the relative clauses.***

I was right! The angry and fearsome bears –who were living under the floorboards-have come up and we have scarpered to Dad’s shed which is at the bottom of the garden. Dad (who is very upset) has suggested we move to Scotland. Mum has recommended we go to any place where there are no bears. My sister, who is missing her magazines, has demanded we go to the Kalahari Desert which is too hot for bears.

## Task Five

*With your child...*

Now look at our story:-Can we improve it by adding relative clauses.



## Doing one in pairs



Lucy's brother .....

said, "We could live in a tree house

....."



Now the children have worked as a class and as a group, they would complete the next stage independently.

## Doing one independently



Lucy .....

said, "We could go back and live in our house again ....."

## Task Six

*Finally, can you improve the sentence below by adding a pre or post modifier, qualifier, subordinate clause or a relative clause?*



*Thank you for taking part in our workshop today!*

*I hope you have are leaving with a better understanding of how grammar is taught in our school.*

*Before leaving, I would appreciate your feedback on the evaluation form in order for us to plan future events effectively.*

